



Montana University System

Developmental Education

Board of Regents' Policies

Math & Writing Proficiency

In 2003, the Montana Board of Regents passed a mathematics proficiency policy, and later in 2004, writing proficiency. See (301.1 I A & B)). These policies were designed to clearly communicate to high school students the levels of proficiency needed to be placed into entry-level college courses.

Developmental Education

The Regents' Developmental Education Policy (301.18), passed in 2007, requires that the two-year campuses serve as the "primary providers" of developmental education. As of the fall of 2009, all developmental education enrollment in the MUS is occurring on two-year campuses, although students may have been provisionally admitted to a four-year campus.

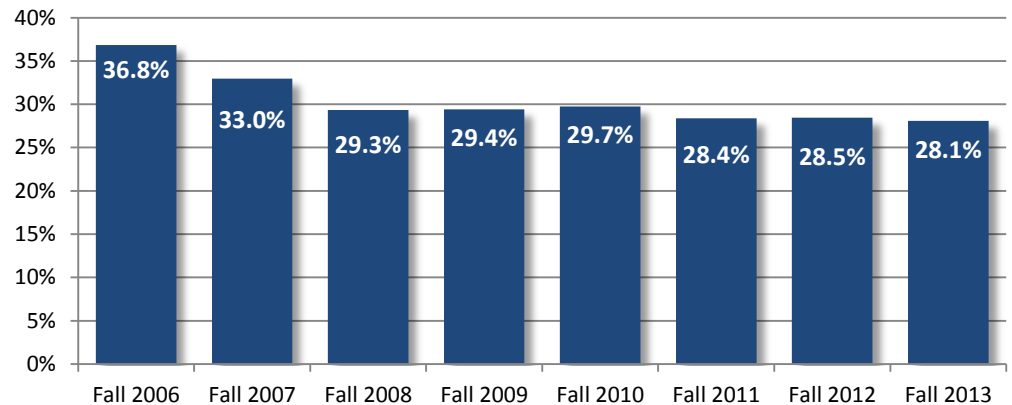
Placement Policies

Montana Board of Regents' Mathematics and Writing Proficiency policies, Composition Placement Policy (301.17), and Developmental Education Policy (301.18) set clear, consistent standards across the system, using college entrance test scores (such as ACT) and placement test scores (such as COMPASS) so that students with the same skill sets enter courses with the same level of difficulty regardless of where they attend college.

Updated 12/18/2013

In the Montana University System, courses that are numbered "100" and above are considered college-level. Courses numbered below 100 are developmental, designed to develop the skills students need to be successful in college-level courses.

Remediation Rates of Recent MT Public High School Graduates
% of entering freshmen enrolling in at least one developmental course

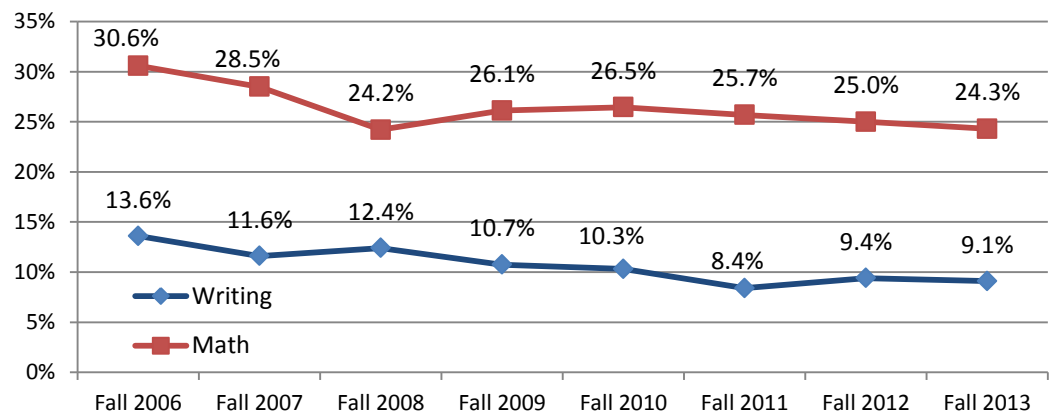


Note: students enrolled in both remedial writing & math are counted only once in the total

MUS Remediation Rates: the percentage of entering freshmen from Montana public high schools enrolling in developmental courses has declined from 36.8% in Fall 2006 to 28.5% in Fall 2012. source: MUS High School Follow-up Report

National Comparison: 34% of all new entering college students enrolled in at least one remedial course. source: U.S. Department of Education

Remediation Rates of Recent MT Public High School Graduates by Subject
% of entering freshmen enrolling in developmental Writing & Math



source: MUS High School Follow-up Report/OPI GEMS